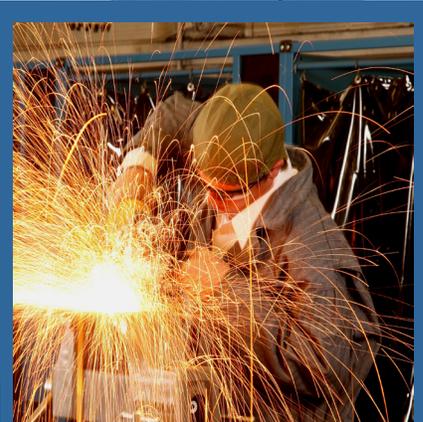
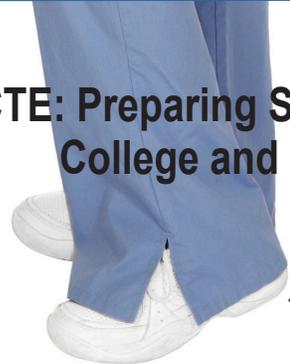


Utah State Board of Education  
2011-2012 School Year

# Meeting the Needs of Utah's Secondary Students in Career and Technical Education



**CTE: Preparing Students for  
College and Career**



Utah State Office of Education  
250 East 500 South / P.O. Box 144200  
Salt Lake City, UT 84114-4200  
  
Larry K. Shumway, Ed. D.  
State Superintendent of Public Instruction

**REPORT TO THE LEGISLATIVE EDUCATION INTERIM COMMITTEE  
AND THE HONORABLE GARY R. HERBERT, GOVERNOR**

# Meeting the Needs of Secondary Career and Technical Education Students

## Introduction

For nearly a century, career and technical education (CTE) has been an essential part of Utah public education. Changes have occurred in career and technical education through the years; today's career and technical education opens a world of career opportunities to Utah high school students. Career and technical education can lead directly to high-skill jobs with great pay and career potential, or to opportunities for further training and education. The paths to these careers start in high school and continue through continuing education alternatives.

The Utah State Board of Education is charged by statute to provide leadership for career and technical education programs delivered by school districts in grades 7-12. Utah school districts have nationally recognized career development, comprehensive guidance, competency skill certification, occupational preparation, and internship programs that serve secondary students. In Utah's high schools, students are required to earn at least one full credit in a career and technical education course to qualify for graduation. Many students enroll in more career and technical education courses and leave high school well prepared for work or continuing education. Career and technical education gives students choices for their future. Annually more than 200,000 students in grades 7-12 participate in career and technical education courses.

Career and technical education opportunities are also provided through cooperative offerings with Utah colleges and universities, including the Utah College of Applied Technology (UCAT). Career and technical education courses make up approximately 40 percent of the concurrent credit awarded by Utah's higher education institutions. Annually over 50,000 credits are earned by high school students in career and technical education concurrent enrollment courses. The College of Eastern Utah/USU Eastern, Salt Lake Community College (SLCC), and Snow College are also providing secondary CTE opportunities in regions of the state where there is not a UCAT regional campus.

Utah Code 53A-15-202 provides that the Utah State Board of Education: *(5) shall, after consulting with school districts, charter schools, the Utah College of Applied Technology, Salt Lake Community College's School of Applied Technology, Snow College, and the College of Eastern Utah, prepare and submit an annual report to the governor and to the Legislature's Education Interim Committee by October 31 of each year detailing: (a) how career and technical education needs of secondary students are being met; and (b) what access secondary students have to programs offered: (i) at applied technology colleges; and (ii) within the regions served by Salt Lake Community College's School of Applied Technology, Snow College, and the College of Eastern Utah.* This report has been prepared for the State Board in fulfillment of this statute.

## Sources of Data

Data in this report were collected and compiled by the Utah State Office of Education, the Utah College of Applied Technology (UCAT), and the Utah System of Higher Education. Additionally, school districts and regional partnerships participated by responding to surveys, which were collected and summarized by the Utah State Office of Education.

## School District CTE Programs

The Utah State Board of Education provides leadership for career and technical education in the state's public secondary schools, with school districts providing 94 percent of the instruction. Students in local school districts enroll in many excellent programs. School districts exercise forward-looking leadership in maintaining and expanding career and technical education opportunities for their students. Additionally, through creative partnerships with higher education and UCAT, school districts assure efficient and effective career and technical education delivery.

Utah school districts have well-developed, successful career and technical education programs that meet many career awareness, career exploration, and career preparation needs for public school students. Below are key data for career and technical education effort in the 2011-12 school year:

- School districts delivered 94 percent of all career and technical education membership hours in grades 9-12.
- Enrollment in school district career and technical education courses increased by 0.46 percent (654 students) in 2011-12 to 141,285, up from 140,631 students in 2010-11.
- School district career and technical education Average Daily Membership (ADM) increased 3.68 percent (906 ADM) in 2011-12 to 24,592, up from 23,686 in 2010-11.
- Districts report increased graduation requirements and budget cuts as factors in CTE enrollments remaining steady while total school population continues to rise.

Major accomplishments in career and technical education during the 2011-12 school year include the following:

- Over 225,000 skill certification exams administered, of which 100% were administered online
- Over 200 articulation agreements developed between high school and post-secondary career and technical education programs in the High School to College and Career Pathway initiative
- Over 3,000 teachers and counselors participating in staff development activities, including industry tours
- A Rigorous Programs of Study/Pathways initiative continued implementation in health science in Weber, Salt Lake and San Juan school districts with articulated pathways to post-secondary CTE programs
- One-third of curriculum standards updated to align with business, industry, and higher education
- Partnerships fostered with school districts, higher education, the Department of Economic Development, the Department of Workforce Services and the Governor's Office, including industry sector initiatives, student career days, and industry tours

- Continued implementaion of a new web-based Career Information Delivery System called *UtahFutures*
- Development and distribution of DVDs and student information on careers and career planning
- Expansion of new programs such as engineering, bio-technology, information technology, and ProStart

**Table 1: School District Change in Student Headcount and ADM**

<b>School District Career and Technical Education</b>	<b>2011</b>	<b>2012</b>	<b>Difference 2011 to 2012</b>
Student Headcount	140,631	141,285	+654 students or +.46%
Average Daily Membership (ADM)	23,686	24,592	+906 ADM or +3.68%

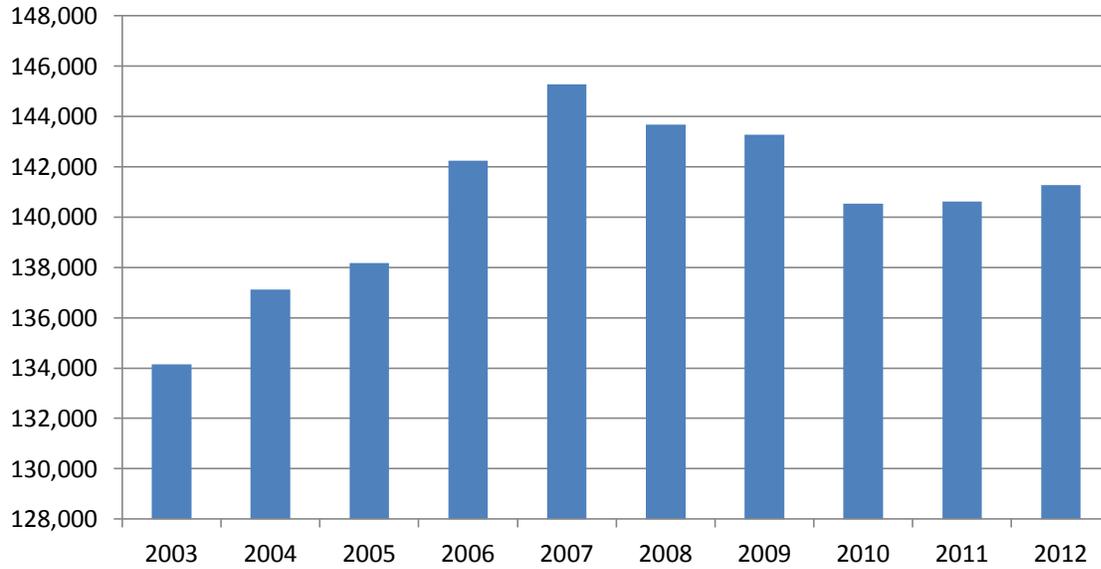
Note: Secondary student headcount is unduplicated by school. Prepared by USOE, CTE Division, 09/12.

**Table 2: Historical School District CTE Student Headcount and ADM**

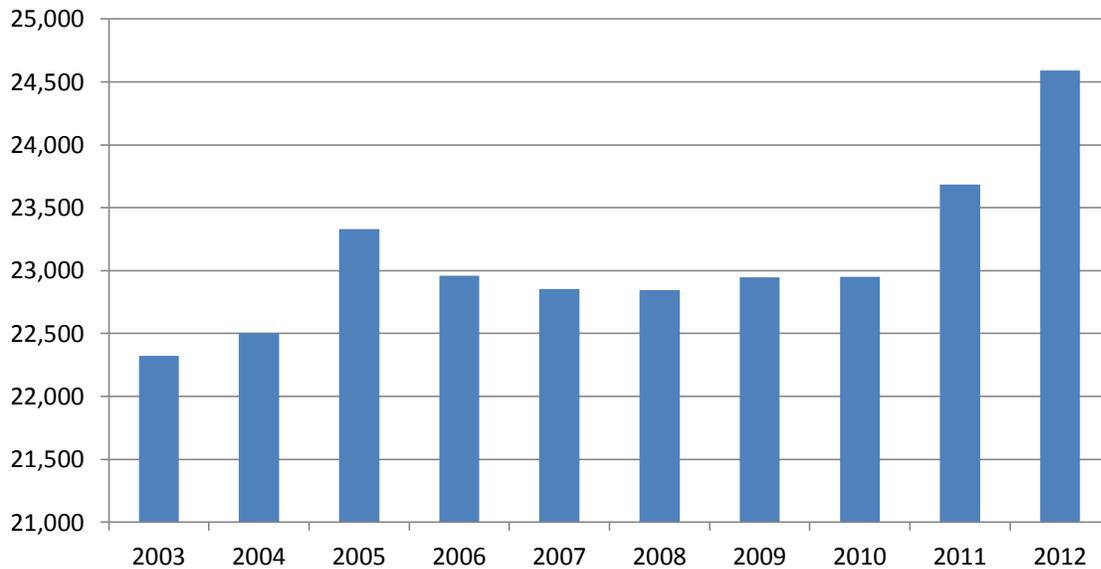
<b>Year</b>	<b>District CTE Headcount</b>	<b>Average Daily Membership (ADM)</b>
<b>2003</b>	134,160	22,322
<b>2004</b>	137,122	22,503
<b>2005</b>	138,169	23,331
<b>2006</b>	142,954	22,960
<b>2007</b>	145,278	22,856
<b>2008</b>	143,684	22,844
<b>2009</b>	143,273	22,945
<b>2010</b>	140,532	22,951
<b>2011</b>	140,631	23,686
<b>2012</b>	141,285	24,592

Prepared by USOE, CTE Division, 09/12.

### Historical School District CTE Student Headcount



### Historical School District CTE Student ADM



## UCAT Secondary Programs

UCAT is delivering value-added services in many areas of the state. School district respondents indicate that secondary students continue to receive about the same level of service from UCAT training programs as they have had in the past.

- UCAT secondary student headcount decreased by 5.90 percent (-555 students) in 2011-12, to 8,856 students, down from 9,411 students in 2010-11.
- Membership hours for secondary students in UCAT decreased by 4.23 percent (-64,575 hours) in 2011-12, to 1,463,561 hours, down from 1,528,136 hours in 2010-11.
- UCAT campuses report that decreased headcount and membership hours may be a result of increased graduation requirements, budget cuts, limited capacity, and remediation needs of students.
- In 2011-12, UCAT provided 6 percent of the total high school career and technical education program opportunities statewide (as measured in membership) in grades 9-12.

District respondents to a Utah State Office of Education survey reported mostly positive attitudes toward UCAT services.

- Most respondents reported fair to excellent collaboration, planning, and relationships with regional UCAT campuses.
- Most responding districts reported availability of UCAT services to their students.
- The majority of districts responded that UCAT services supplement or add value to district programs.
- Most respondents indicated that articulation between the district and UCAT is occurring.
- Districts reported that UCAT is somewhat accountable in giving state CTE skills tests.
- Most responding districts report excellent working relationships with UCAT campuses.
- Most districts reported that local board members are involved on the UCAT regional boards.
- Districts reported that UCAT is a significant partner in CTE planning in the region.

**Table 3: UCAT Change in Secondary Student Headcount and Membership**

UCAT Secondary Student Data	2011	2012	Difference 2010 to 2011
Student Headcount	9,411	8,856	(-555 students) -5.90%
Membership Hours	1,528,136	1,463,561	(-64,575 hours) -4.23%

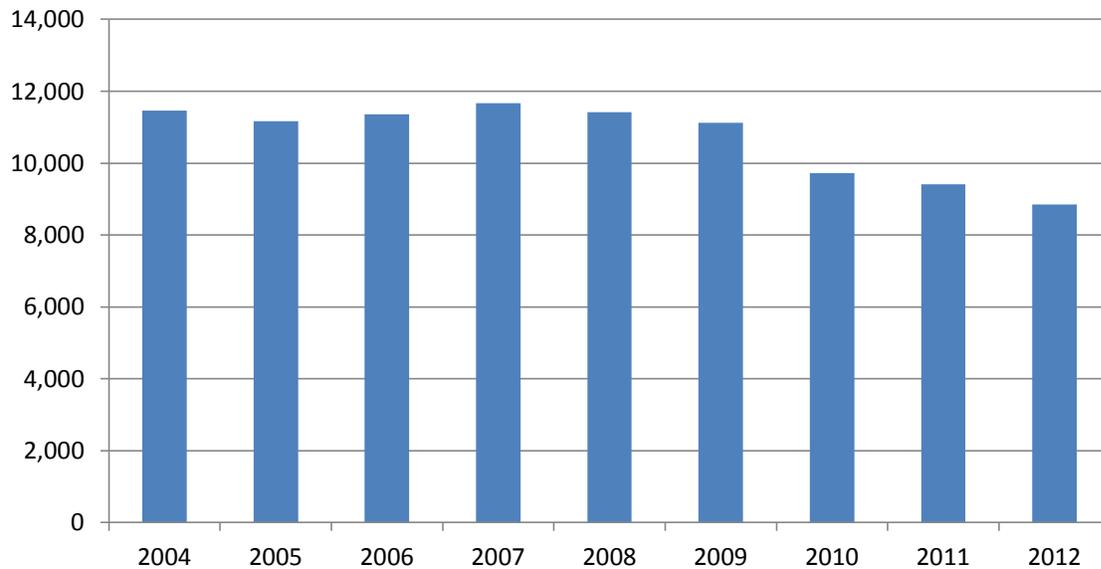
Source: UCAT Data 2012

**Table 4: Historical UCAT Secondary Headcount and Membership Hours**

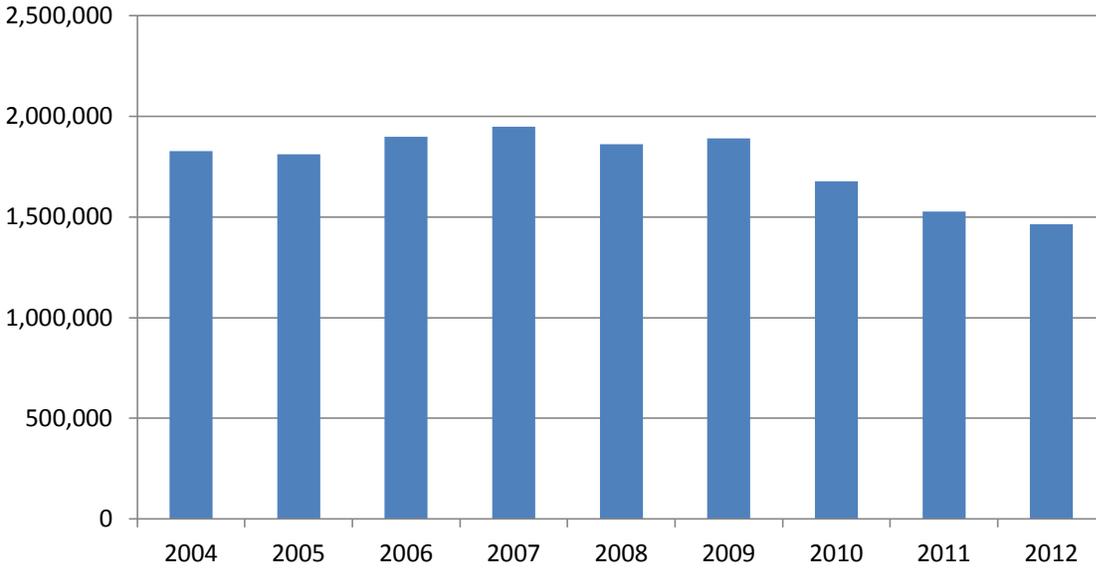
Year	UCAT Secondary Student Headcount	UCAT Secondary Membership Hours
2004	11,465	1,829,212
2005	11,169	1,812,298
2006	11,361	1,898,077
2007	11,663	1,948,583
2008	11,413	1,862,558
2009	11,127	1,890,601
2010	9,717	1,677,843
2011	9,411	1,528,136
2012	8,856	1,463,561

Source: UCAT Data 2004-2012

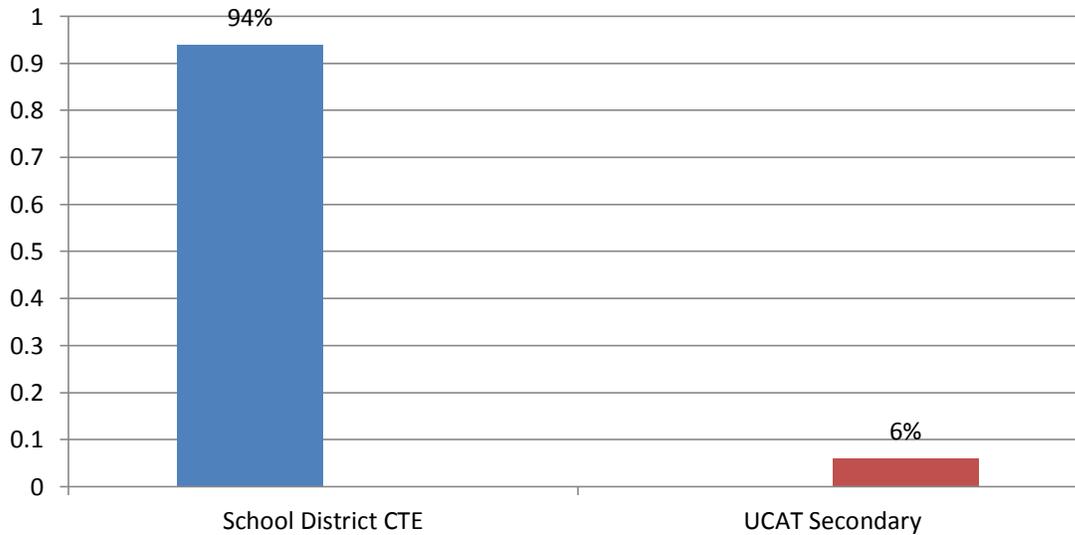
**Historical UCAT Secondary Student Headcount**



### Historical UCAT Secondary Student Membership Hours



### Percentage of Total Secondary CTE Effort



**Table 5: Percentage of Total CTE Average Daily Membership (ADM) Grades 9-12, Provided by School Districts and UCAT, Snow, CEU,SLCC 2011-12**

ATC membership includes both the courses provided at college campuses and ATC courses provided at the high schools. Central, Southeast, and Wasatch Front South Region membership is for students attending Snow College, CEU, and SLCC, and is reported by these institutions. Average daily membership (ADM) is full-time equivalent based on 990 hours. Prepared by USOE, CTE Division, 09/12.

Region	School District Percent of Total Secondary CTE Membership 2011-12		UCAT/College Percent of Total Secondary CTE Membership 2011-12	
	Bear River Region (BATC)	1,574	87%	244
Central Region (Snow)	994	96%	38	4%
Davis Morgan Region (DATC)	2,865	93%	222	7%
Dixie Region (DXATC)	1,261	97%	43	3%
Mountainland Region (MATC)	5,489	94%	381	6%
Ogden-Weber Region (OWATC)	2,307	91%	226	9%
Southeast Region (CEU/USU)	540	98%	12	2%
Southwest Region (SWATC)	533	87%	81	13%
Tooele County (TATC)	799	99%	5	1%
Wasatch Front South (SLCC)	7,734	100%	0	0%
Uintah Basin Region (UBATC)	380	58%	276	42%
<b>State Total</b>	<b>24,475</b>	<b>94%</b>	<b>1,528</b>	<b>6%</b>

**Table 5: UCAT Secondary Student Headcount and Membership Change 2012**

UCAT Region Campus		2011	2012	Difference	Percent
<b>Bridgerland</b>	Headcount	1,957	1,686	(271)	-13.85%
	Membership	269,475	241,527	(27,948)	-10.37%
<b>Davis</b>	Headcount	1,661	1,375	(286)	-17.22%
	Membership	263,040	219,825	(43,215)	-16.43%
<b>Dixie</b>	Headcount	522	843	321	61.49%
	Membership	49,489	42,283	(7,206)	-14.56%
<b>Mountainland</b>	Headcount	1,284	1,349	65	5.06%
	Membership	345,932	377,467	31,535	9.12%
<b>Ogden-Weber</b>	Headcount	1,360	1,293	(67)	-4.93%
	Membership	237,415	223,573	(13,842)	-5.83%
<b>Southwest</b>	Headcount	1,048	880	(168)	-16.03%
	Membership	94,121	80,286	(13,835)	-14.70%
<b>Tooele</b>	Headcount	26	31	5	19.23%
	Membership	3,627	4,995	1,368	37.72%
<b>Uintah Basin</b>	Headcount	1,553	1,399	(154)	-9.92%
	Membership	265,037	273,605	8,568	3.23%
<b>UCAT TOTAL</b>	<b>Headcount</b>	<b>9,411</b>	<b>8,856</b>	<b>(555)</b>	<b>-5.90%</b>
	<b>Membership</b>	<b>1,528,136</b>	<b>1,463,561</b>	<b>(64,575)</b>	<b>-4.23%</b>

UCAT Data 2012

**Table 6: UCAT Historical Secondary Student Headcount and Membership**

		FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
<b>Bridgerland</b>	Headcount	1,949	1,950	2,114	1,976	1,988	1,957	1,686
	Membership	297,415	306,072	328,019	308,027	295,861	269,475	241,527
<b>Davis</b>	Headcount	1,987	1,929	1,958	1,703	1,990	1,661	1,375
	Membership	328,768	328,789	282,010	274,572	322,329	263,040	219,825
<b>Dixie</b>	Headcount	523	591	655	786	473	522	843
	Membership	95,024	94,708	97,501	88,137	66,844	49,489	42,283
<b>Mountainland</b>	Headcount	1,889	1,813	1,867	1,868	1,326	1,284	1,349
	Membership	413,192	433,843	468,550	477,456	347,806	345,932	377,467
<b>Ogden/Weber</b>	Headcount	2,171	2,289	2,252	2,178	1,514	1,360	1,293
	Membership	323,162	326,664	304,724	329,900	253,378	237,415	223,573
<b>Southwest</b>	Headcount	993	1,171	1,079	967	763	1,048	880
	Membership	129,896	146,742	123,498	127,689	89,293	94,121	80,286
<b>Tooele</b>	Headcount	n/a	n/a	n/a	58	59	26	31
	Membership	n/a	n/a	n/a	5,667	10,759	3,627	4,995
<b>Uintah Basin</b>	Headcount	1,472	1,654	1,488	1,591	1,604	1,553	1,399
	Membership	264,623	247,717	260,227	279,151	291,573	265,037	273,605
<b>TOTALS</b>	<b>Headcount</b>	<b>11,361</b>	<b>11,663</b>	<b>11,413</b>	<b>11,127</b>	<b>9,717</b>	<b>9,411</b>	<b>8,856</b>
	<b>Membership</b>	<b>1,898,077</b>	<b>1,948,583</b>	<b>1,904,175</b>	<b>1,890,601</b>	<b>1,677,843</b>	<b>1,528,136</b>	<b>1,463,561</b>

Source: UCAT Data 2012

## **College and University Partnerships**

Utah's colleges and universities are important partners in providing a full range of career and technical education offerings to secondary students through concurrent enrollment and other articulation arrangements that result in credit.

Concurrent enrollment in career and technical education coursework is provided to high school students, with credit granted by both high schools and by cooperating credit-granting (non-UCAT) colleges or universities. Annually, 50,000 credits are earned by high school students in career and technical education concurrent enrollment courses. Each school year, CTE concurrent enrollment courses account for approximately 40 percent of the concurrent credit hours awarded by Utah's higher education institutions. Concurrent enrollment opportunities are a critical component as High School to College and Career Pathways are developed to open more career and technical education opportunities for secondary students in higher education.

### **College of Eastern Utah/Utah State University Eastern**

In the 2007 legislative session, the Southeast Applied Technology College (SEATC) was merged with the College of Eastern Utah (CEU). In 2011 CEU became Utah State University Eastern (USU Eastern). The 2007 legislation required CEU/USU Eastern to continue to serve secondary students at no charge and to work to provide services to the outlying school districts in the region. It also changed the UCAT oversight regional board to an advisory board. CEU/USU Eastern can provide credit or non-credit to high school students. Since this legislative change, the school district personnel and CEU/USU Eastern staff have been working hard to ensure that the same levels of service and funding for secondary students are retained. CEU/USU Eastern had a decrease in program offerings due to budgets during the 2011-12 school year. The CTE secondary effort declined from serving 8 percent to 2 percent in the region as measured in membership.

### **Snow College**

In the 2003 legislative session, HB161 merged the Central Applied Technology College with Snow College. The legislation requires Snow College to continue to serve secondary students at no charge, and to work to provide services to the outlying school districts in the region. It also established a CTE advisory board. Snow College can provide credit or non-credit to high school students. Snow College Richfield continues to provide programs to secondary students in the Central Region. Snow College had a decrease in program offerings due to budgets last year and the secondary CTE effort declined from serving 8 percent to 4 percent in the Central Region as measured in membership.

### **Salt Lake Community College**

Salt Lake Community College, through its College of Applied Technology, is to serve the needs of secondary students in the Wasatch South Region with the exception of Tooele County. Last school year, Salt Lake Community College, College of Applied Technology membership for secondary students remained the same as the previous school year.

---

## **Appendices**

---

- Appendix A CTE Information and Student Testimonials
- Appendix B Career and Technical Education (School District) Membership, Enrollment Comparisons Grades 9-12
- Appendix C UCAT Student Headcount and Membership Hour History for Secondary Students Aggregated by Year
- Appendix D CTE 9-12 Average Daily Membership (ADM) by Region–FY 2012
- Appendix E High School to College and Career Pathway Examples
- Appendix F Utah State Office of Education Survey and Results 2012



# Career and Technical Education

## *Preparing Students for College and Career*

**Career and Technical Education** (CTE) creates Career Pathways to success for every secondary student by providing him or her with the technical skills and academic knowledge needed to prepare for future employment and/or a successful transition to postsecondary education.

Our challenge is to provide opportunities for every student to succeed in the 21st century workplace. Providing these opportunities requires that programs keep pace with a rapidly changing business and economic environment. Our high school students must have a strong academic education, obtain Career and Technical Education skills, and be prepared to transition to some postsecondary education. The economic impact CTE can have locally, statewide, and nationally is enormous.

**The Utah High School to College and Career Pathways** initiative helps match education and workplace needs. Through partnerships with postsecondary institutions, school districts, business, and industry, CTE Career Pathways identify and group courses within Career and Technical Education. Areas of Study offer students depth of knowledge and skill linked with specific postsecondary programs culminating in degrees or certificates.

### CTE FACTS:

- CTE closes the workforce gap by giving students a jump-start in obtaining essential life skills and certified occupational skills.
- Students who take two or more CTE courses are less likely to drop out of high school.
- Career and Technical Education graduates find employment 2.2 times faster than graduates from general education programs.
- The more CTE courses students take, the less likely they are to suffer periods of unemployment.
- There are many high-tech jobs in Utah that students can perform as a result of taking CTE courses while in high school.
- High school students who graduate with a Career and Technical Education concentration are 2.5 times more likely to be employed while pursuing post-secondary education.
- Eighteen of the 20 fastest growing occupations within the next decade will require Career and Technical Education.
- Today's best CTE programs do a better job of preparing many students for college and career than traditional academics-only programs.
- 14 million high school and college students are enrolled in CTE programs in the United States.

### UTAH CTE STATS: 2010-2011

- Approximately 40,000 students (grade 7) participated in the CTE Introduction course.
- 144,907 students (grades 9-12) participated in CTE courses.
- Over 340,000 students are active users on UtahFutures.org.
- Approximately 138,000 CTE secondary students participated in internships, field studies, job shadows and career fairs, through Work-Based Learning activities.
- 27,070 secondary CTE students participated in CTE concurrent enrollment, earning 19,613 credit hours.
- 21,104 secondary students are members of a Career and Technical Student Organization (CTSO).
- 2,569 high school students (grades 10-12) completed a CTE Pathway.
- 95 secondary students received CTE scholarships and tuition awards.
- 325,000 secondary and postsecondary students participated in CTE.

## Ashley Labrum Elected FCCLA National Vice President of Programs



At the FCCLA National Leadership Conference in Orlando, Florida, Ashley Labrum, of Pleasant Grove High School, was elected to serve as the 2012-2013 Vice President of Programs on the Family, Career and Community Leaders of America (FCCLA) National Executive Council.

The FCCLA National Executive Council consists of 10 elected members who primarily serve as liaisons to the FCCLA membership population. In addition to being the youth governing body of the organization, the council aids in national program development, program implementation, and public relations.

As a member of the FCCLA National Executive Council, Ashley will contribute to the planning of the 2012-2013 year for the organization, represent the organization to both internal and external audiences, and seek to grow membership and move the organization forward.

As the Vice President of Programs, Ashley will specifically be responsible for:

- > Reviewing the national programs.
- > Providing input in new and existing programmatic structures and resources.
- > Promoting programs and educating FCCLA members about the various opportunities.
- > Reviewing applications of program award and scholarship finalists.
- > Congratulating program award and scholarship recipients on their work through FCCLA.
- > Serving on the Program Committee of the National Board of Directors.
- > Representing the organization at meetings with existing and potential program partners.

“Three years ago, Pearl Hart\* told me that I was Utah’s ‘Secret Weapon’ in FCCLA. Ever since then I have always had the idea to run for a national office. I always looked up to my best friend Kyle Andrews who was a state officer. I saw how much FCCLA had been a part of his life and I wanted to help others and change their lives like it had changed Kyle’s life and my life,” says Ashley.

As a member of the FCCLA National Executive Council Ashley will have many leadership opportunities during the coming school year. As the National Vice President of Programs Ashley will attend and present at the following meetings:

- > Capitol Leadership Training and the National Organizations for Youth Safety (NOYS) Conference in Washington DC in October.
- > National Cluster Meetings in Reno, Nevada and Indianapolis, Indiana in November.
- > Pacific States Conferences in February and March.
- > National Leadership Conference in Nashville, Tennessee in July.

“Ashley made FCCLA a focus in her life. She set several goals to work toward to become a national officer. She did not let one difficult thing come in the way of accomplishing her goal. She was driven. She has the right personality for being a national officer. She is fun and is a great leader,” says Melody Anthony, Pleasant Grove High School FCCLA Adviser.

To be elected as a national officer takes planning, preparation, and perseverance. The process begins in February when the national officer candidate fills out the application. There are many parts to the application such as preparing for the national FCCLA test, interviewing, and giving a speech. This takes many long hours of dedication and hard work.

“Ashley has a passion for FCCLA. She sees what the organization can do for others. She truly cares about people and wants them to achieve their goals,” says Nikki Sue Larkin, Utah FCCLA State Adviser.

Ashley encourages students to become a member of FCCLA. “Just do it. It will be the best experience of your life. You will have the opportunity to meet new people and set goals in your life that will help you.”

**FCCLA: Pack Your Bag and Climb to Your Future**



## Career and Technical Student Organizations (CTSOs)

Students in Career and Technical Education have the opportunity to participate in Career and Technical Student Organizations (CTSOs), thus engaging in leadership activities as an integral part of the instructional program. CTSOs present organized activities for students to gain personal and leadership skills, making them more employable, preparing them to become productive citizens, and assisting them in assuming positive roles in the home and community.

### DECA – An association of marketing students

Utah has 2,145 members in 56 chapters.



The DECA state officers have worked hard to plan events and activities that will take place during the 2012-2013 school year. On October 11, 2012, Utah DECA state and chapter officers will gather in Park City, Utah for the DECA Fall Leadership Conference. "During this event chapter officers from all over the state will come together for two days of DECA training. Here they will have the chance to meet business professionals from Mountain America Credit Union, REAL Salt Lake, U.S. Army and several other organizations and gain valuable training in the areas of marketing, business, leadership, and advertising," says Carley Herrick, DECA State President.

### FBLA – Future Business Leaders of America

Utah has 3,327 members in 98 chapters.

On February 19, 2012, Lucille Brizzee was named the Utah Distinguished Business Educator of the year at the Western Business Education Association (WBEA) conference in Newport Beach, CA, for her outstanding contributions to the Utah Future Business Leaders of America.



### FCCLA –

### Family, Career and Community Leaders of America

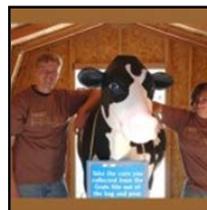
Utah has 2,538 members in 101 chapters.

At the FCCLA National Leadership Conference held in Orlando, Florida, Utah FCCLA students were among 3,700 competitors in 31 different STAR Events. Utah FCCLA student members finished with 40 gold medals, 35 silver medals, and 16 bronze medals.

### FFA – The organization for agricultural education students

Utah has 6,222 members in 77 chapters.

FFA state officers worked hard during the summer to plan and prepare the Little Hands on the Farm exhibit at the Utah State Fair. Two FFA chapters per day provided 10 members each to run this outstanding interactive display. Nearly 400 Little Farm Hands and their family visited the exhibit each hour during the 10 day State Fair during September 6-16.



### HOSA – Health Occupations Students of America

Utah has 3,387 members in 62 chapters.

At the HOSA National Leadership Conference, twenty-five Utah secondary students placed in the top ten in twenty-five competitive event categories. Brendan Abbott, student at Mountain View High School, received a scholarship through National HOSA sponsored by the Health Science Division of the ACTE. "I know that a career in the medical field is the right choice for me! I know that my CTE courses will have an impact on my college education. I believe they have given me an educational advantage through early preparation," says Brendan.

### SkillsUSA – Skilled and Technical Sciences Student Organization

Utah has 1,767 members in 71 chapters.

At the SkillsUSA National Leadership and Skills Conference, approximately 5,600 secondary and postsecondary students competed in 94 skills and leadership contest. Of the 5,600 students, 220 Utah students competed in 72 of the 94 competitive events. Of the 900 medals awarded, Utah students received 55 medals—24 gold medals, 22 silver medals, and 9 bronze medals. Utah ranked second in receiving the most medals of any one state.



### TSA – Technology Student Association

Utah has 1,721 members in 30 chapters.

At the TSA National Leadership Conference, Utah TSA student members participated in the 60 technology based competitions, with 32 students placing in the top ten in 18 different events. This year's TSA conference champion in the VEX Robotics competition was Syracuse High School. This is Syracuse High Schools second year in a row to take the conference champion trophy.

## Utah Career and Technical Education Student Spotlight

### Nate Buchanan

#### Occupational Goal: Firefighter



Nate Buchanan has dreamed of being a firefighter since he was five years old. In May, Nate received a CTE Scholarship and Tuition Award to attend Utah Valley University (UVU). At UVU he plans to study firefighting and become certified as a firefighter. Nate plans to begin his career immediately after graduating from UVU.

“The year was 1998; I was five years old when I received my first pair of firefighting bunkers. I had made up my mind when I got older that I was going to be a firefighter, and my goal hasn’t changed. I come from a strong background of firefighters in my family. I have an uncle, grandfather, great grandfather, great uncle, and many close friends that are firefighters. I have researched and made goals during high school to understand the area of firefighting and to plan out my education based upon my research. I have tried to take classes that would benefit my firefighting dreams. I can’t believe that back 13 years ago I had a little kid’s dream, and now is the time to implement my dreams with action such as continuing to meet my goals and plan for my career,” said Nate.

While planning his high school schedule, Nate made sure he took classes that correlated with his goals for a career as a firefighter. “My CTE courses in high school helped pave the way for me to get started on my [college] education after I graduate,” said Nate.

Nate has been involved with many service projects throughout high school. “This year I earned the rank of Eagle Scout. With my heart set on firefighting, I chose to do my [Eagle] project to benefit the Morgan City Fire Department. I organized a donation drive at local businesses to collect hygiene items for kits to provide to the Morgan City Fire Department. These kits contained 30 items that would benefit families if they are unable to return to their home due to fire, flood, power outage, or other natural disasters.”

To plan for his future, Nate has been shadowing the Morgan City Fire Chief and the Morgan City Fire Department. “Firefighting is in my blood. I love being on the scene with my grandfather and learning from him and my fellow firefighters. The pungent smell of smoke really gets me excited to get my career moving. When I was five I became an honorary member of my grandpa’s fire department. I have many friends that I admire, and take the knowledge they provide for me to heart. I have never wanted anything more in my life than to be a firefighter, and now it is truly within my grasp,” said Nate.

In May, Nate received a CTE Scholarship and Tuition Award to attend Utah Valley University (UVU). At UVU he plans to study firefighting and become certified as a firefighter. Nate plans to begin his career immediately after graduating from UVU.

Nate Buchanan: College and Career Ready!

## Utah Career and Technical Education Student Spotlight

### Brendan Abbott

#### Occupational Goal: Registered Nurse (RN)



Brendan Abbott is a recent graduate of Mountain View High School in Orem, Utah. During high school he was very involved in the Health Occupations Students Association (HOSA) where he held several leadership positions—National HOSA Voting Delegate, Utah State HOSA Secretary, Utah State HOSA Vice President, and Utah State HOSA President. Brendan says, “My personal goal is to obtain an education that prepares me for a career in the health care profession. My mother and grandmother are registered nurses. Listening to their conversations over the years on their health care experiences, I became interested in nursing as a profession.”

Throughout high school, Brendan took many Career and Technical Education (CTE) classes in the Health Science Education program area to prepare him for his desired career as an RN. Through hard work and perseverance he accomplished his academic goals and developed professional skills, at the same time being a positive example to others through his leadership positions in HOSA. Chad Greenwood, Medical Anatomy and Physiology teacher and HOSA advisor at Mountain View High School, says, “Brendan possesses an enduring desire for learning, achievement, and leadership. I have observed this directly in Brendan, as he has devoted countless hours of his time and efforts as a state officer for HOSA. . .Brendan has contributed several ideas and materials to our Health Science program that have substantially augmented other students’ learning experiences.”

During Brendan’s senior year he completed an internship in Radiology at the Utah Valley Regional Medical Center (UVRMC) in Orem, Utah. “My internship at Utah Valley Regional Medical Center allowed me to see several careers in action—medical secretaries, registered nurses, nurse practitioners, and radiological technicians. I love learning about medicine! I love interacting with the staff. I enjoy being able to understand nurses’ and doctors’ ‘speak.’ I know that a career in the medical field is the right choice for me!” says Brendan.

Brendan received a CTE Scholarship and Tuition Award to Utah Valley University (UVU), and also received a scholarship through National HOSA. Brendan plans to continue his studies at UVU to pursue a degree in nursing.

“I believe that my coursework, my HOSA leadership experience, and hands-on experience at UVRMC provided me a foundation for my chosen career. . .I know that my CTE courses will have an impact on my college education. I believe they have given me an educational advantage through early preparation,” says Brendan.

Brendan Abbott: College and Career Ready!

## Utah Career and Technical Education Student Spotlight

**Jordan Parkinson**

**Occupational Goal: Family and Consumer Sciences (FACS) Teacher**



Jordan Parkinson is a recent graduate of Layton High School in Layton, Utah. During her senior year she was the Layton High School FCCLA chapter president and competed in the FCCLA Star Event competition. “This past year I have had many great experiences with volunteering and helping others. I believe my leadership role in FCCLA. . .helped me become a dependable, organized, hardworking leader,” said Jordan. Family, Career, and Community Leaders of America (FCCLA) provides students with opportunities to attain knowledge, skills, and leadership characteristics necessary to succeed in life and careers through Family and Consumer Sciences Education.

“All my life, I have grown up loving to teach my peers and siblings. I especially love to teach my younger brother and sister how to cook and sew. I have helped my siblings make blankets, pillowcases, and bags and together we have created many recipes. For as long as I can remember, I have wanted to become an educator. . .I look forward to obtaining more education to supplement my current experience and develop into a teacher who can touch the lives of students like my CTE teachers have touched my life,” Jordan said.

During high school Jordan concentrated in the Family and Consumer Sciences Education program area. Though participation in Career and Technical Education (CTE), she developed skills that prepared her for life after high school. Prior to graduation, Jordan was the recipient of a Career and Technical Education (CTE) Scholarship and Tuition Award. She will be attending Weber State University to pursue a degree in secondary education.

“My plan, after I finish my college education, is to become a FACS Exploration teacher in a public junior high. I know my background within CTE classes has prepared me well for this position. With all my experience sewing and cooking, I feel teaching FACS would be a good fit for me, because I have learned many things from my CTE teachers that I would love to share with others,” Jordan said.

Lisa Jeppson, FACS teacher at Layton High School, said, “I believe [Jordan] will be able to handle the stress and chaos that comes with a foods lab or a sewing lab, let alone a classroom. She is and will be a good role model for students to follow.”

Jordan credits the CTE classes she took in high school with preparing her for a career in teaching. Jordan said, “I know I will be a great educator in the FACS area. I have applied many things I learned from my CTE teachers to my life, and believe [CTE] has truly helped me become who I am today.”

Jordan Parkinson: College and Career Ready!

# CTE Month 2012

**Who:** All CTE students in Utah and across the nation

**What:** February is CTE Month

**Where:** In middle/junior high and high schools

**Why:** To celebrate Career and Technical Education

**Theme:** Career and Technical Education: Preparing Students for College and Career!

Each year during the month of February students and educators across Utah join together to celebrate Career and Technical Education (CTE) in the following areas: Agriculture, Business, Family and Consumer Sciences, Health Science, Information Technology, Marketing, Skilled and Technical Sciences, and Technology and Engineering.

Districts, schools, and classrooms pick a day, a week, or use the entire month to spotlight their CTE programs and advocate for CTE. Activities and events throughout the state include: National Groundhog Job Shadow Day, Social Media Day, CTE Moment, National Entrepreneurship Week, and A Day on the Hill.

There are 14 million secondary and postsecondary CTE students in the U.S., and over 325,000 CTE students in Utah. Approximately, 198,000 students participate in CTE in grades 7-12. Many postsecondary institutions in Utah offer technical programs, including universities, colleges, technical colleges, and other public and private two- and four-year colleges.

**ANNOUNCING . . .**  
**CTE Month — February 2012**

**Theme:**  
***Career and Technical Education:  
Preparing Students for College and Career!***

Take this opportunity to promote  
CTE Pathways in your school!

**Goals of CTE Month:**

- > Talk to students about the importance of choosing a CTE Pathway.
- > Increase student awareness of careers, education, and training.
- > Strengthen student engagement through the SEOP process.
- > Increase parent involvement and awareness of CTE programs.
- > Discuss post-secondary options—training, certificates, and degrees.

Send your stories, pictures, and videos to [UtahCTE@schools.utah.gov](mailto:UtahCTE@schools.utah.gov)  
to be featured on [UtahCTE.org](http://UtahCTE.org).

**INFORMATION TECHNOLOGY  
EDUCATION**

*Providing the Foundation for  
Utah's High-Tech Workforce*



Sponsored by the Utah State Office of Education and the Utah Association for Career and Technical Education



## CTE Scholarships and Tuition Awards Banquet May 2, 2012

On Wednesday, May 2, 2012, the 26th Annual Career and Technical Education (CTE) Scholarships and Tuition Awards Banquet took place at Salt Lake Community College. This banquet is a longstanding tradition used to honor CTE students throughout the state who have been selected to receive a scholarship and tuition award from a postsecondary institution in Utah.

Each award recipient was one of over 200 applicants who applied for a CTE scholarship and tuition award this year. At the banquet, 95 scholarships will be awarded to high school CTE seniors for one year's tuition at a postsecondary institution.

Thirty percent of the 46.8 million job openings created by the year 2018 will require some college or a two-year associate degree. CTE is an essential component in filling these job openings. The jobs of today require advanced skills and technical training. Students wanting to stay competitive in the job market need specific training, education, and skills to compete successfully.

Mary Shumway, State Director of Career, Technical, and Adult Education says, "Each award recipient has proven they have the academic knowledge, technical skills, and drive to advance their education beyond high school. This scholarship award will give each recipient a jump-start for postsecondary training and open many doors of opportunity, now and in the future."

**Who:** Ninety-five high school students in Career and Technical Education programs across the state. Students accompanied by their parent/guardian.

**What:** Career and Technical Education Scholarships and Tuition Awards Banquet

**Where:** Salt Lake Community College – 4600 South Redwood Road, Salt Lake City, Utah – Oak Room located on the 2nd floor of the Student Center.

**When:** Wednesday, May 2, 2012

10:30 a.m. – 11:30 a.m.: Reception with postsecondary institutions

11:45 a.m. – 1:30 p.m.: Banquet



Left: Blair Carruth, Assistant Commissioner, Utah System of Higher Education  
Middle: Alexis Nelson, Davis High School  
Right: Jared Haines, Vice President, Utah College of Applied Technology

## CTE Secondary Pathway Completer Recognition Award

High school students across the state are eligible to receive the *CTE Secondary Pathway Completer Recognition Award* upon successfully completing the required courses in a specific CTE Pathway. Students are recognized by the state, school district and high school, either at graduation or at a separate ceremony.

Successfully completing a CTE Pathway gives students an advantage as they pursue further education and/or begin their career. The hands-on training students acquire and the skills they develop, in CTE classes during high school, will be assets to them throughout their life.



Technological advances and global competition have changed the nature of work. Jobs today require high-tech knowledge with advanced technical skills. Learning is a lifelong process. By successfully completing a CTE Pathway, students have taken the first step to obtaining the critical academic knowledge and technical skills to advance in the highly competitive workforce of the 21st century.



"I believe I would not be where I am today, having the knowledge I do, without the CTE program. The CTE Career Pathway I have chosen to follow is the Family and Consumer Sciences, Child Development Pathway. Graduation is in June and I will be walking to get my diploma wearing my CTE medallion!"

*Megan Bellamy, West High School*



Uintah Pathway Completers

# The Importance of Women Completing Postsecondary Certificates and Degrees

By Mary Shumway  
State Director of Career, Technical, and Adult Education  
Utah State Office of Education



The importance of students being college and career ready is a much discussed topic today. Equally important to being “ready” for college and career, is ensuring that students follow through and obtain a college degree. **In Utah, a majority of young women continue on to college after high school graduation, but a large percentage never finish.**

First, let’s define the term college. College means 1, 2, 4 or more—a 1-year certification, a 2-year associate degree, a 4-year bachelor’s degree, or a professional degree. **No matter what level of postsecondary education a woman attains, obtaining a college certificate and/or degree is invaluable!**

The Governor’s Education Excellence Commission – Women’s College Task Force, the Utah System of Higher Education, the Utah State Office of Education, and Prosperity 2020 have partnered to achieve the goal of having more Utah women complete postsecondary certificates and degrees.

## **The report *The Benefits of Higher Education for Women in Utah* finds:**

- Many young women do not understand the broad value of a college education.
- Many young women believe they are being encouraged to attend college but not necessarily graduate.
- Nearly all young women in the study agreed that a college education is “very important” and “wonderful.” Yet, many do not see the urgency of attending college and completing their degrees.
- Study participants who had not attended or who had dropped out of college truly believe they will obtain degrees “sometime in the future.” However, statistics show that the majority of these women will never return.

**There is a much stronger likelihood that a woman will earn a college degree if she attends college immediately after high school.**

## **Take an active role to:**

- Help young women and those who influence them understand the broad value of getting a college education.
- Talk to girls, as young as possible, about going to college.
- Discuss with girls and young women the importance of graduating from college and not just attending college. Use the word “graduation” in more conversations.
- Encourage young women to attend college directly after high school.
- Ask K-12 teachers to integrate assignments that help students research why college is important; invite guest speakers to discuss the college experience.

Through the Student Education Occupation Plan (SEOP) students create a college and career ready plan. **Our vision is that this plan will put each young woman on a path to enter college—after high school graduation—stay in school, and obtain a certificate and/or degree.**

## **By completing a postsecondary education, women:**

- Maximize their quality of life and that of their family.
- Have the ability to earn more than a livable wage.
- Will benefit from continual opportunity.
- Will have fewer periods of unemployment.

Learn more about the Women and Education Project at <http://www.uvu.edu/wep/>. **Together we can impact the lives of young women, and educate each one about the importance and long term benefits of a postsecondary education.** Obtaining a college certificate and/or degree will impact a woman’s life and the lives of every member of their family and succeeding generations.

## Congratulations on Your Accomplishments!

By Mary Shumway  
State Director of Career, Technical, and Adult Education  
Utah State Office of Education



**As the 2011-2012 school year comes to a close, we want congratulate you on your accomplishments** – especially the skills you’ve developed as a result of participating in CTE courses and activities. Whether you’ll be back to high school in the fall to acquire additional credits along your CTE Pathway, or are now heading to college and career, **we wish you continued success!**

While you’re ramping up your activity level for the summer, Utah CTE educators will be participating in the 58th Annual CTE Summer Conference this month. Thousands of educators take advantage of the opportunity to hear about the latest trends and techniques in all areas of career and technical education – and many of you will be the beneficiaries as they bring what they learn back to classrooms next fall. School counselors, too, will have an opportunity to learn about the latest national initiatives related to counseling students and promoting their success. This year’s theme is, “Believe It and Achieve It: Helping Students Become Career and College Ready.” **The Utah State Board of Education supports the goal assuring that graduates of our high schools are prepared to pursue 1, 2, 4 training/education beyond high school and to market of the future.** You can watch for related resources – identified with new branding you see  or more years of succeed in the job information and here.

There’s even a version of the brand that you’ll see as you reference information to develop your personal **plan** for education and work beyond high school. **More information on the College and Career Ready initiative is to come**, so be sure to watch for summer editions of this newsletter, and check the Utah State Office of Education website for further announcements.



# Take Responsibility for Your Education

By Mary Shumway  
State Director of Career, Technical, and Adult Education  
Utah State Office of Education



Beginning the third week of August educators and students across the state will return to school to begin a new school year. As you prepare for the first day of school we encourage you to take responsibility for your education and we challenge you to set goals and do everything you can to succeed.

Participation in a Career and Technical Education (CTE) Pathway will help prepare you for college and career success. CTE Pathways show students a direct connection between doing well in high school and being able to transition smoothly to postsecondary opportunities (college) or immediately entering the workforce (career). Concentrating in and then completing a CTE Pathway will give you an advantage as you progress from high school to college and career. For answers to frequently asked questions about CTE Pathways read FAQ CTE Pathways.

Throughout the summer teachers have attended various CTE summer conferences and trainings to aid them in preparing for the new school year. They are ready to educate, train, encourage, and arm you with the tools and skills you will need as you study, learn plan, and prepare for college and career, and to compete in a global economy.

Students, plan now to meet with your school counselor to create your plan for high school, college and career. Your school counselor can assist you as you plan your class schedule and make your goals for life after high school. Planning and preparing are key elements to your college and career success.

## CTE Back-to-School Planning Guide

- Schedule a meeting with your school counselor to map out your CTE classes throughout high school and your postsecondary options most relevant to your chosen career.
- Create a portfolio in UtahFutures.org and/or add to your existing portfolio.
- Become a member of a Career and Technical Student Organization (CTSO).
- Juniors: Ask your school counselor if you are on track to become a CTE Pathway completer. (A CTE Pathway completer is eligible to receive a *Secondary Pathway Completer Recognition Award* at graduation.)
- Seniors: Apply for a CTE Scholarship and Tuition Award. Applications are due February 25, 2013.
- Join the UtahCTE.org online communities—Twitter, Facebook, Utah CTE blog—to connect with CTE throughout the year.

Students, let us know what you are doing and learning in your CTE classes. Are you an FFA member participating in the Utah State Fair in September? Are you preparing for a CTSO state competition? Are you planning to do an internship? Will you be receiving a *Secondary Pathway Completer Recognition Award*? Tell us how CTE is helping you reach your career goals. Email your CTE testimonial and/or stories to UtahCTE@schools.utah.gov.

### CTE Membership, Enrollment Comparisons Grades 9-12

DISTRICT	Enrollment		Average Daily Membership		Membership
	9-12 Total	9-12 CTE	9-12 Total	9-12 CTE	9-12 CTE
	Enrolled 2012	Enrolled 2012	ADM - 2012	ADM - 2012	Membership 2012
ALPINE	18,699	16,352	17,117	2,669	3,843,615
BEAVER	442	381	418	79	99,283
BOX ELDER	3,256	2,436	3,007	630	593,741
CACHE	4,461	4,243	4,178	709	649,007
CANYONS	10,304	8,823	9,821	1,272	1,679,600
CARBON	915	904	859	170	146,005
DAGGETT	44	54	43	14	14,361
DAVIS	19,464	16,731	17,964	2,704	3,805,649
DUCHESNE	1,262	1,194	1,179	254	224,098
EMERY	634	590	628	102	128,144
GARFIELD	257	272	243	89	100,556
GRAND	453	456	434	103	92,557
GRANITE	19,164	17,011	17,700	2,755	3,928,557
IRON	2,410	2,190	2,334	282	202,887
JORDAN	14,667	13,116	13,547	2,285	3,239,300
JUAB	699	549	656	96	121,532
KANE	357	331	345	79	98,987
LOGAN	1,721	1,451	1,668	177	223,431
MILLARD	908	878	852	180	129,383
MORGAN	725	638	713	106	114,659
MURRAY	2,008	1,919	1,945	354	501,176
NEBO	8,280	7,535	7,400	1,468	1,148,196
NO. SANPETE	715	659	623	263	94,654
NO. SUMMIT	280	259	294	55	69,785
OGDEN	3,419	3,355	3,064	564	779,413
PARK CITY	1,469	1,243	1,391	168	121,299
PIUTE	112	96	106	24	30,073
PROVO	3,915	3,710	3,610	704	530,336
RICH	131	132	132	21	19,960
SALT LAKE	6,595	6,134	6,186	1,023	1,473,061
SAN JUAN	947	934	935	165	208,119
SEVIER	1,327	1,331	1,225	228	285,315
SO. SANPETE	932	697	835	119	119,530
SO. SUMMIT	423	384	399	96	69,061
TINTIC	73	59	72	7	9,172
TOOELE	3,938	3,647	3,527	799	590,356
UINTAH	1,624	1,493	1,507	233	219,548
WASATCH	1,528	1,415	1,410	296	212,886
WASHINGTON	7,328	6,834	6,743	1,261	931,996
WAYNE	149	159	155	76	47,762
WEBER	9,249	8,710	8,528	1,743	2,428,770
AMES Charter	484	364	468	27	33,811
ALA Charter	511	376	457	8	9,886
Intech Charter	161	158	131	29	20,887
Itineris Charter	254	227	242	19	27,620
NUAMES Charter	448	374	382	54	78,000
Success Academy	347	220	327	9	10,713
UCAS Charter	388	261	356	25	31,451
<b>TOTAL</b>	<b>157,877</b>	<b>141,285</b>	<b>146,156</b>	<b>24,592</b>	<b>29,538,188</b>
	Oct 1, 2011 Fall	Unduplicated by	ADM Submission	FY 12 Prelim	FY 12 Prelim
	Enrollment Count	District - FY 12	July 15, 2012	Oct 2, 2012	Oct 2, 2012
*Membership = PATI 9-12 level 00 + Level 01			* ADM is the "full time equivalent"		



# UTAH COLLEGE OF APPLIED TECHNOLOGY

## STUDENT HEADCOUNT HISTORY & CERTIFICATES

2008-2012

Updated August 20, 2012

		FY 08	FY 09	FY 10	FY 11	FY 12	FY 11 to FY 12 Growth		FY 12 Certificates	
									Total	Distinct Students
BATC	Secondary	2,114	1,976	1,988	1,957	1,686	(271)	-13.85%	806	741
	Post Secondary	4,998	5,746	5,537	5,151	4,891	(260)	-5.05%		
	TOTAL	7,112	7,722	7,525	7,108	6,577	(531)	-7.47%		
DATC	Secondary	1,958	1,703	1,990	1,661	1,375	(286)	-17.22%	1310	1304
	Post Secondary	5,204	5,774	6,647	6,661	6,208	(453)	-6.80%		
	TOTAL	7,162	7,477	8,637	8,322	7,583	(739)	-8.88%		
DXATC	Secondary	655	786	473	522	843	321	61.49%	455	206
	Post Secondary	2,557	4,275	5,368	6,017	5,836	(181)	-3.01%		
	TOTAL	3,212	5,061	5,841	6,539	6,679	140	2.14%		
MATC	Secondary	1,867	1,868	1,326	1,284	1,349	65	5.06%	1529	1473
	Post Secondary	4,413	3,984	4,127	3,449	2,702	(747)	-21.66%		
	TOTAL	6,280	5,852	5,453	4,733	4,051	(682)	-14.41%		
OWATC	Secondary	2,252	2,178	1,514	1,360	1,293	(67)	-4.93%	1022	997
	Post Secondary	6,772	6,112	4,455	4,232	4,066	(166)	-3.92%		
	TOTAL	9,024	8,290	5,969	5,592	5,359	(233)	-4.17%		
SWATC	Secondary	1,079	967	763	1,048	880	(168)	-16.03%	145	145
	Post Secondary	1,389	962	1,796	945	1,035	90	9.52%		
	TOTAL	2,468	1,929	2,559	1,993	1,915	(78)	-3.91%		
TATC <sup>1</sup>	Secondary	n/a	58	59	26	31	5	19.23%	132	99
	Post Secondary	n/a	137	335	424	413	(11)	-2.59%		
	TOTAL	n/a	195	394	450	444	(6)	-1.33%		
UBATC	Secondary	1,488	1,591	1,604	1,553	1,399	(154)	-9.92%	443	424
	Post Secondary	3,574	4,127	4,542	5,202	5,374	172	3.31%		
	TOTAL	5,062	5,718	6,146	6,755	6,773	18	0.27%		
UCAT TOTALS	Secondary	11,413	11,127	9,717	9,411	8,856	(555)	-5.90%	5842	5389
	Post Secondary	28,907	31,117	32,807	32,081	30,525	(1,556)	-4.85%		
	TOTAL	40,320	42,244	42,524	41,492	39,381	(2,111)	-5.09%		



# UTAH COLLEGE OF APPLIED TECHNOLOGY

## MEMBERSHIP HOUR HISTORY

2008 - 2012

Updated August 20, 2012

		FY 08	FY 09	FY 10	FY 11	FY 12	FY 11 to FY 12 Growth	
BATC	Secondary	328,019	308,027	295,861	269,475	241,527	(27,948)	-10.37%
	Post Secondary	687,035	836,051	955,912	876,467	856,032	(20,435)	-2.33%
	TOTAL	1,015,054	1,144,078	1,251,773	1,145,942	<b>1,097,559</b>	(48,383)	-4.22%
DATC	Secondary	282,010	274,572	322,329	263,040	219,825	(43,215)	-16.43%
	Post Secondary	805,080	995,020	1,302,707	1,445,298	1,309,024	(136,274)	-9.43%
	TOTAL	1,087,090	1,269,592	1,625,036	1,708,338	<b>1,528,849</b>	(179,489)	-10.51%
DXATC	Secondary	97,501	88,137	66,844	49,489	42,283	(7,206)	-14.56%
	Post Secondary	108,692	159,895	212,623	222,336	225,640	3,304	1.49%
	TOTAL	206,193	248,032	279,467	271,825	<b>267,923</b>	(3,902)	-1.44%
MATC	Secondary	468,550	477,456	347,806	345,932	377,467	31,535	9.12%
	Post Secondary	317,517	358,635	441,467	497,668	492,153	(5,515)	-1.11%
	TOTAL	786,067	836,091	789,273	843,600	<b>869,620</b>	26,020	3.08%
OWATC	Secondary	304,724	329,901	253,378	237,415	223,573	(13,842)	-5.83%
	Post Secondary	877,975	1,094,682	1,214,410	1,019,162	1,056,044	36,882	3.62%
	TOTAL	1,182,700	1,424,583	1,467,788	1,256,577	<b>1,279,617</b>	23,040	1.83%
SWATC	Secondary	121,527	127,689	89,293	94,121	80,286	(13,835)	-14.70%
	Post Secondary	209,877	168,228	184,081	202,904	217,300	14,396	7.09%
	TOTAL	331,404	295,917	273,374	297,025	<b>297,586</b>	561	0.19%
TATC <sup>1</sup>	Secondary	n/a	5,667	10,759	3,627	4,995	1,368	37.72%
	Post Secondary	n/a	20,613	77,241	70,270	81,807	11,537	16.42%
	TOTAL	n/a	26,280	88,000	73,897	<b>86,802</b>	12,905	17.46%
UBATC	Secondary	260,227	279,152	291,573	265,037	273,605	8,568	3.23%
	Post Secondary	250,090	265,142	354,354	379,615	388,183	8,568	2.26%
	TOTAL	510,317	544,294	645,927	644,652	<b>661,788</b>	17,136	2.66%

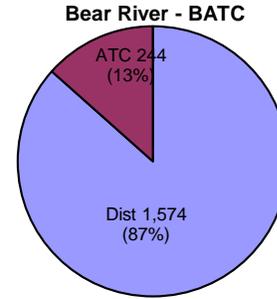
UCAT <sup>1</sup> TOTALS	Secondary	1,862,558	1,890,601	1,677,843	1,528,136	1,463,561	(64,575)	-4.23%
	Post Secondary	3,256,266	3,898,266	4,742,795	4,713,720	4,626,183	(87,537)	-1.86%
	TOTAL	5,118,824	5,788,867	6,420,638	6,241,856	<b>6,089,744</b>	(152,112)	-2.44%

Notes: 1. TATC was established July 1, 2009. FY 09 totals reflect SLTATC students with Tooele County zip codes.

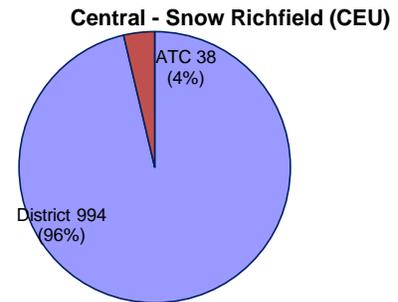
### CTE 9-12 Average Daily Membership (ADM) by Region--FY 2012

#### CTE MEMBERSHIP BY REGION

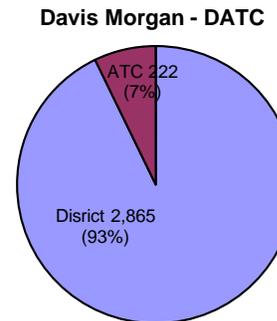
REGION	DISTRICT	2012 Dist	ATC
BEAR RIVER / BATC	BOX ELDER	630	
	CACHE	709	
	LOGAN	177	
	RICH	29	
	Intech Charter (pcs)	29	
<b>TOTAL REGION</b>		<b>1,574</b>	<b>244</b>
		87%	13%



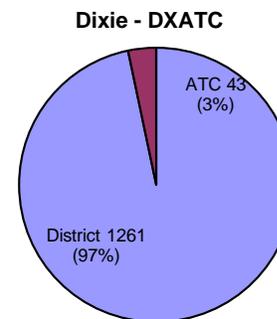
CENTRAL - Snow Richfield	JUAB	96	
	MILLARD	180	
	N SANPETE	263	
	PIUTE	24	
	SEVIER	228	
	S SANPETE	119	
	TINTIC	7	
	WAYNE	76	
<b>TOTAL REGION</b>		<b>994</b>	<b>38</b>
		96%	4%



DAVIS/MORGAN - DATC	DAVIS	2,704	
	MORGAN	106	
	NUAMES Charter (pcs)	54	
<b>TOTAL REGION</b>		<b>2,865</b>	<b>222</b>
		93%	7%



DIXIE - DXATC	WASHINGTON	1,261	
<b>TOTAL REGION</b>		<b>1,261</b>	<b>43</b>
		97%	3%



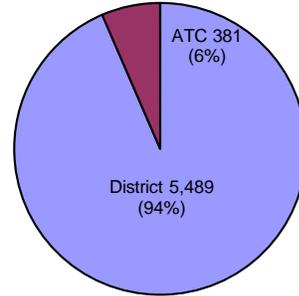
# CTE 9-12 Average Daily Membership (ADM) by Region--FY 2012

## CTE MEMBERSHIP BY REGION

REGION	DISTRICT	2012 Dist	ATC
--------	----------	-----------	-----

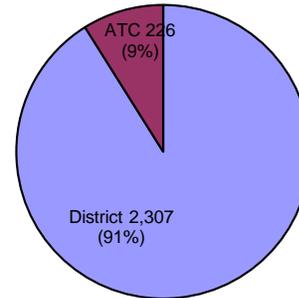
<b>MOUNTAINLAND - MATC</b>	ALPINE	2,669	
	NEBO	1,468	
	N SUMMIT	55	
	PARK CITY	168	
	PROVO	704	
	S SUMMIT	96	
	WASATCH	296	
	ALA Charter <small>(pcs)</small>	8	
	UCAS Charter <small>(pcs)</small>	25	
<b>TOTAL REGION</b>		5,489	381
		94%	6%

**Mountainland - MATC**



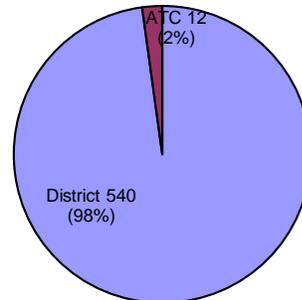
<b>OGDEN/WEBER - OWATC</b>	OGDEN	564	
	WEBER	1,743	
<b>TOTAL REGION</b>		2,307	226
		91%	9%

**Ogden Weber - OWATC**



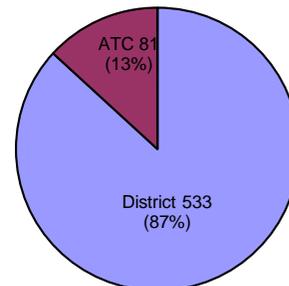
<b>USU Eastern</b>	CARBON	170	
	EMERY	102	
	GRAND	103	
	SAN JUAN	165	
	Pinnacle Charter <small>(pcs)</small>		
<b>TOTAL REGION</b>		540	12
		98%	2%

**Southeast - USU Eastern**



<b>SOUTHWEST - SWATC</b>	BEAVER	79	
	GARFIELD	89	
	IRON	287	
	KANE	79	
<b>TOTAL REGION</b>		533	81
		87%	13%

**Southwest - SWATC**



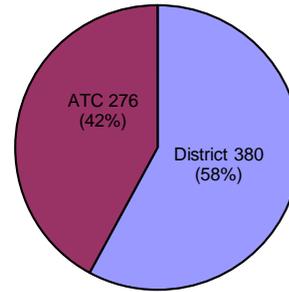
# CTE 9-12 Average Daily Membership (ADM) by Region--FY 2012

## CTE MEMBERSHIP BY REGION

REGION	DISTRICT	2012 Dist	ATC
--------	----------	-----------	-----

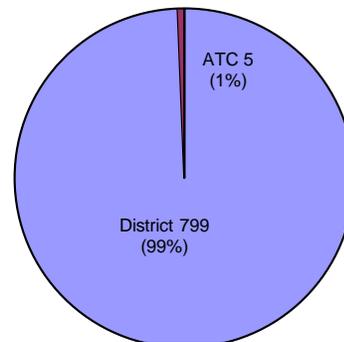
<b>UINTAH BASIN - UBATC</b>	DAGGETT	14	
	DUCHESNE	133	
	UINTAH	233	
<b>TOTAL REGION</b>		<b>380</b>	<b>276</b>
		58%	42%

**Uintah Basin - UBATC**



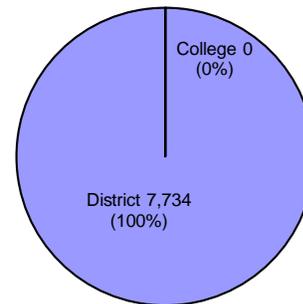
<b>TOOELE - TATC</b>	<u>TOOELE</u>	799	
<b>TOTAL REGION</b>		<b>799</b>	<b>5</b>
		99%	1%

**Salt Lake-Tooele**

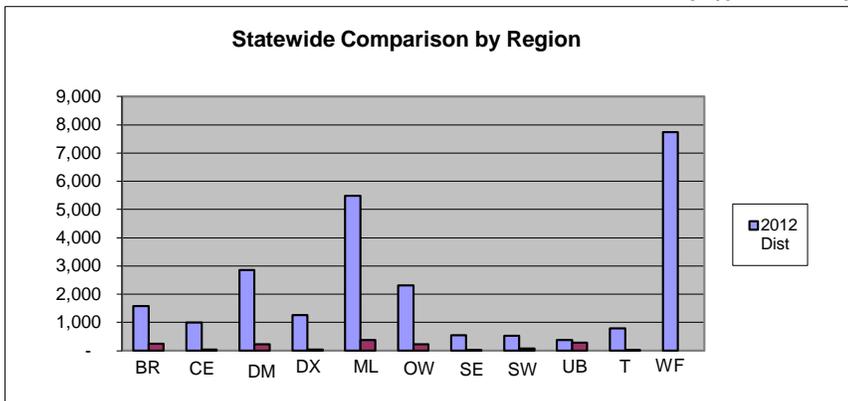


<b>WASATCH FRONT SOUTH - SLCC</b>	CANYONS	1,272	
	GRANITE	2,758	
	JORDAN	2,289	
	MURRAY	350	
	SALT LAKE	1,023	
	AMES Charter (pcs)	23	
	Itineris Charter (pcs)	19	
	Paradigm Charter (pcs)	-	
<b>TOTAL REGION</b>		<b>7,734</b>	<b>0</b>
		100%	0%

**Wasatch Front South**

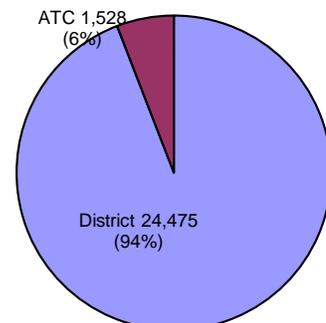


<b>STATE TOTAL</b>	<b>24,475</b>	<b>1,528</b>
	94%	6%



Note: ATC membership includes both the courses provided at college campuses and ATC courses provided at the high schools. Central, Southeast and Wasatch Front South Regions membership for students attending Snow, CEU, SLCC reported by School Districts. ADM is full-time equivalent based on 990 hours.

**State Total**



# STEM CAREER FIELD

# Nursing PATHWAY

High School Graduation Requirements*		Suggested High School Courses - College and Career Ready				Sample Post-secondary Program of Study AA Degree		
		9 <sup>th</sup> Grade Suggested	10 <sup>th</sup> Grade Suggested	11 <sup>th</sup> Grade Suggested	12 <sup>th</sup> Grade Suggested	College 13 <sup>th</sup> Grade	College 14 <sup>th</sup> Grade	
Language Arts	4.0	Language Arts 9 (1.0)	Language Arts 10 (1.0)	Language Arts 11 (1.0)	Language Arts 12 (1.0)	Introduction to Writing Concurrent		
Mathematics**	3.0	Secondary I (1.0)	Secondary II (1.0)	Secondary III (1.0)		Mathematics		
Science	3.0	Earth Systems (1.0)	Biological Science (1.0)	Chemistry (1.0) Concurrent or AP		Foundations of Biology & Lab Concurrent	Elem Chemistry Concurrent	
Soc Studies	3.0	Geography for Life (.5)	World Civilization (.5)	U.S. History (1.0) Concurrent	U.S. Gov. & Cit. (.5)	Amer. Civ or Econ or Poly Sci Concurrent	Human Anatomy & Lab	
Health/PE	2.0	Participation Skills & Fitness for Life (1.0)		Health (.5)	Lifetime Activities or Sport (.5)	Foundation of Nutrition Concurrent		
Fine Arts	1.5	Fine Arts Course (.5)		Fine Arts Course (.5)	Fine Arts Course (.5)			
Comp Tech	.5	Computer Tech (.5)						
CTE	1.0	Career and Technical Education or Human Growth/Development Concurrent				Human Growth / Development Concurrent		
Electives	2.0-6.0	Choice of Flexible Electives				Electives Concurrent		
<b>Focused Electives in College and Career Ready Pathway</b>	4.0-6.0	<b>Recommended Pathway Courses</b> (Students may select individual courses for exploration, or a complete Pathway for an in-depth focus.) Class availability may vary at your high school. Medical Math or Other Math (1.0) Additional Science Course (1.0) or Medical Anatomy & Physiology (1.0) Medical Terminology (.5) Nurse Assistant (.5) Health Science, Introduction (.5) Emergency Medical Services, Introduction (.5) Food & Nutrition I (.5) Food & Nutrition II (.5) Foundations of Nutrition (.5) Health Science, Advanced (capstone course) (1.0) Human Development (1.0)				Maternal/Newborn  Nursing Care of Children  Medical/Surgical Nursing Pharmacology I  Fundamentals of Nursing	Adv. Medical/Surgical Nursing  Community Nursing  Management, Trends, Issues  Pathophysiology	High Acuity Nursing  Mental Health Nursing  Pathophysiology
<b>TOTAL CREDITS</b>	<b>24-32</b>	Medical Math (.5) Student Internship (Critical Workplace Skills) (.5)				Many Utah post-secondary programs accept high school courses toward a two- or four-year degree through concurrent enrollment. Check regional post-secondary Pathways for details.		

# STEM CAREER FIELD

# Pre-Engineering PATHWAY

Engineering Degree

High School Graduation Requirements*	Suggested High School Courses - College and Career Ready				Sample Post-secondary Program of Study AA Degree		
	9 <sup>th</sup> Grade Suggested	10 <sup>th</sup> Grade Suggested	11 <sup>th</sup> Grade Suggested	12 <sup>th</sup> Grade Suggested	College 13 <sup>th</sup> Grade	College 14 <sup>th</sup> Grade	College 14 <sup>th</sup> Grade
Language Arts 4.0	Language Arts 9 (1.0)	Language Arts 10 (1.0)	Language Arts 11 (1.0)	Language Arts 12 (1.0) <i>Concurrent</i>	Introduction to Writing <i>Concurrent</i>	Intermediate Writing or Tech Writing	
Mathematics** 3.0	Secondary I (1.0)	Secondary II (1.0)	Secondary III (1.0)		Calculus I <i>Concurrent</i>	Calculus II	Multivariate Calculus
Science 3.0	Earth Systems (1.0)	Biological Science (1.0)	Physics or Physics with Technology (1.0) <i>Concurrent</i>		Physics for Science & Engineering I <i>Concurrent</i>	Physics for Science & Engineering II	Physics for Science & Engineering Lab I
Soc Studies Fin Literacy 3.0	Geography for Life (.5)	World Civilization (.5)	U.S. History (1.0) <i>Concurrent</i>	U.S. Gov. & Cit. (.5)	Amer. Civ or Econ or Poly Sci <i>Concurrent or AP</i>		
Health/ PE 2.0	Participation Skills & Fitness for Life (1.0)	Health (1.0)	Health (1.0) <i>Concurrent</i>	Health (1.0) <i>Concurrent</i>			
Fine Arts 1.5	Fine Arts Course (.5)	Fine Arts Course (.5)	Fine Arts Course (.5)	Fine Arts Course (.5)			
Comp Tech .5	Computer Tech (.5)						
CTE 1.0	Career and Technical Education or Human Growth / Development <i>Concurrent</i>						
Electives 2.0-6.0	Choice of Flexible Electives				Electives <i>Concurrent</i>		
<b>Focused Electives in College and Career Ready Pathway</b>	<p><b>Recommended Pathway Courses</b>                      (Students may select individual courses for exploration, or a complete Pathway for an in-depth focus.)                      Class availability may vary at your high school.</p> <ul style="list-style-type: none"> <li>Calculus (1.0)</li> <li>Chemistry (1.0)</li> <li>World Languages (2.0)</li> <li>Engineering Design, Introduction (1.0)</li> <li>Principles of Engineering (1.0)</li> <li>Aerospace Engineering (1.0)</li> <li>Digital Electronics (1.0)</li> <li>Computer Integrated Manufacturing (1.0)</li> <li>Engineering Design &amp; Development (1.0)</li> <li>Civil Engineering &amp; Architecture (1.0)</li> <li>Student Internship (1.0)</li> </ul>	<ul style="list-style-type: none"> <li>UNIX for Electrical Engineering Students</li> <li>Introduction to Electrical Circuits</li> </ul>	<ul style="list-style-type: none"> <li>Fundamentals of Digital Systems Design</li> </ul>				
<b>TOTAL CREDITS</b>	24-32						

Many Utah post-secondary programs accept high school courses toward a two- or four-year degree through concurrent enrollment. Check regional post-secondary Pathways for details.

# TECHNICAL CAREER FIELD

# Drafting/CAD PATHWAY

High School Graduation Requirements*		Suggested High School Courses - College and Career Ready				Sample Post-secondary Program of Study ASI/A Degree	
		9 <sup>th</sup> Grade Suggested	10 <sup>th</sup> Grade Suggested	11 <sup>th</sup> Grade Suggested	12 <sup>th</sup> Grade Suggested	13 <sup>th</sup> Grade	14 <sup>th</sup> Grade
Language Arts	4.0	Language Arts 9 (1.0)	Language Arts 10 (1.0)	Language Arts 11 (1.0)	Language Arts 12 (1.0) <i>Concurrent</i>	Intro to Writing Small Group Communication	
Mathematics**	3.0	Secondary I (1.0)	Secondary II (1.0)	Secondary III (1.0)		Intermediate Algebra	
Science	3.0	Earth Systems (1.0)	Biological Science (1.0)	Physics or Chemistry (1.0) <i>Concurrent</i>			
Soc Studies Fin Literacy	3.0	Geography for Life (.5)	World Civilization (.5)	U.S. History (1.0) <i>Concurrent</i>	U.S. Gov. & Cit. (.5)	Human Relations	
Health/PE	2.0	Participation Skills & Fitness for Life (1.0) Health (.5) Lifetime Activities or Sport (.5)					
Fine Arts	1.5	Fine Arts Course (.5) Fine Arts Course (.5) Fine Arts Course (.5)					
Comp Tech	.5	Computer Tech (.5)				Intro to Computer Applications	
CTE Electives	1.0	Career and Technical Education or Human Growth/Development <i>Concurrent</i> Choice of Flexible Electives (2.0-6.0)					
<b>Focused Electives in College and Career Ready Pathway</b>	4.0-6.0	<b>Recommended Pathway Courses</b> (Students may select individual courses for exploration, or a complete Pathway for an in-depth focus.) Class availability may vary at your high school.				1 Elective Biology, Fine Arts, Humanities Phys Science Basic Drafting or 3D Computer Aided Drafting Machining Principles Blueprint Reading Basic Architectural Drafting I Residential Construction Introduction to Design Professions Computer Graphics	Arch CAD II Commercial Structures 3D Computer Aided Drafting
<b>TOTAL CREDITS</b>	24-32	Many Utah post-secondary programs accept high school courses toward a two- or four-year degree through concurrent enrollment. Check regional post-secondary Pathways for details.				Arch CAD III Applied Structures Architectural Design Workshop Construction Documents Modeling/Rendering/Animation I	

# TECHNICAL CAREER FIELD

# Automotive Service Technician PATHWAY

High School Graduation Requirements*	Suggested High School Courses - College and Career Ready				Sample Post-secondary Program of Study BS Degree	
	9 <sup>th</sup> Grade Suggested	10 <sup>th</sup> Grade Suggested	11 <sup>th</sup> Grade Suggested	12 <sup>th</sup> Grade Suggested	13 <sup>th</sup> Grade	14 <sup>th</sup> Grade
Language Arts 4.0	Language Arts 9 (1.0)	Language Arts 10 (1.0)	Language Arts 11 (1.0)	Language Arts 12 (1.0) <i>Concurrent</i>	Intro to Writing	
Mathematics** 3.0	Secondary I (1.0)	Secondary II (1.0)	Secondary III (1.0)		Interpersonal & Small Group Communication	
Science 3.0	Earth Systems (1.0)	Biological Science (1.0)	Physics or Chemistry (1.0) <i>Concurrent</i>		Elements of Effective Communication	
Soc Studies Fin Literacy 3.0	Geography for Life (.5)	World Civilization (.5)	U.S. History (1.0) <i>Concurrent</i>	U.S. Gov. & Cit. (.5)	Human Relations	
Health/ PE 2.0	Participation Skills & Fitness for Life (1.0) Health (.5) Lifetime Activities or Sport (.5)					
Fine Arts 1.5	Fine Arts Course (.5) Fine Arts Course (.5) Fine Arts Course (.5)					
Comp Tech .5	Computer Tech (.5)				Intro to Computer Applications	
CTE Electives 1.0	Career and Technical Education or Human Growth / Development <i>Concurrent</i>					
<b>Focused Electives in College and Career Ready Pathway</b>	<p><b>Recommended Pathway Courses</b>                      (Students may select individual courses for exploration, or a complete Pathway for an in-depth focus.)                      Class availability may vary at your high school.</p> <ul style="list-style-type: none"> <li>Communication (concurrent)</li> <li>Automotive Service Technician</li> <li>Vehicle Inspection Technician</li> <li>ASE Brakes</li> <li>ASE Steering and Suspension</li> <li>ASE Electrical/Electronics</li> <li>ASE Engine Performance</li> <li>Automotive Collision Repair</li> <li>Small Vehicle Technician</li> <li>Student Internship</li> </ul>				1 Elective Biology, Fine Arts, Humanities Auto Electrical & Electronics Lecture & Lab Workplace Safety Brakes Automotive Brakes Lecture & Lab Engine Performance I Lecture & Lab	Engine Performance II Engine Performance Lab Manual Transmission & AC Lecture & Lab Automotive Engines Lecture & Lab
<b>TOTAL CREDITS</b>	24-32				Auto Trans & Electronic Shift Auto Trans & Electronic Shift Lab Industrial Electronics Suspension Steering Brakes Lecture & Lab	

Many Utah post-secondary programs accept high school courses toward a two- or four-year degree through concurrent enrollment. Check regional post-secondary Pathways for details.

## Utah State Office of Education Survey and Results 2012

### How the Career and Technical Education Needs Are Being Met Through UCAT

Please indicate the choice that best describes your region and/or district. Every question must be answered. Comments or explanations may be included at the end.

Name: \_\_\_\_\_ District: \_\_\_\_\_

<b>1. Indicate the level of service UCAT provides to your district.</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
a. Same as last year	58.1%	70%	53.8%	52.9%	54.3%	57.7%	72.2%	65.2%	65.4%
b. Increasing	38.7%	25%	30.8%	29.4%	28.6%	7.7%	5.6%	13%	19.2%
c. Decreasing	3.2%	2%	15.4%	17.7%	17.1%	34.6%	22.2%	21.7%	15.4%

<b>2. To what extent are UCAT services available to students in your districts?</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
Very available, full range of courses and programs available to students	29%	37.5%	28.2%	41.2%	40.0%	34.6%	44.4%	69.6%	46.2%
Somewhat available	58.1%	45%	41%	32.4%	34.3%	30.8%	44.4%	21.7%	26.9%
Somewhat limited	6.5%	17.5%	25.6%	23.4%	22.9%	22.1%	11.1%	0%	23.1%
Very limited or not available at all	6.5%	0%	5.1%	2.9%	2.9%	11.5%	0.0%	8.7%	3.8%

<b>3. How do UCAT services affect CTE in your district?</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
a. UCAT services add value by offering next step programs that allow students to move smoothly from high school CTE courses to more advanced or technical courses at UCAT	22.6%	42.5%	25.6%	32.4%	31.4%	38.5%	66.7%	65.2%	<b>34.6%</b>
b. UCAT supplements existing high school CTE programs in a positive way	77.4%	57.5%	66.7%	58.8%	60.0%	50.0%	33.3%	34.8%	<b>61.5%</b>
c. UCAT detracts from existing high school CTE programs, negative impact	0%	0%	5.1%	2.9%	2.9%	3.8%	0.0%	0%	0%
d. UCAT interferes, duplicates, or conflicts with CTE programs offered at the high school, produces a very negative impact	0%	0%	2.6%	5.9%	5.7%	7.7%	0.0%	0%	3.8%

<b>4. To what extent has your region worked on articulation between the school districts and UCAT program certificates and offerings?</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
Considerable	54.8%	40%	38.5%	47.1%	45.7%	50.0%	77.8%	65.2%	57.7%
Some	22.6%	25%	56.4%	29.4%	31.4%	42.3%	16.7%	13%	26.9%
Very Little	19.4%	20%	5.1%	23.5%	22.9%	0.0%	5.6%	17.4%	11.5%
None	3.2%	15%	0.0%	0.0%	0.0%	7.7%	0.0%	4.3%	3.8%

<b>5. What level of accountability is UCAT willing to accept for student performance?</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
a. Very accountable. State skill certification tests given to all students, course completion results recorded for each student. Results shared with district.	38.7%	50%	28.2%	26.5%	28.6%	30.8%	44.4%	56.5%	42.3%
b. Somewhat accountable. Some state skills tests given and some reports sent to district.	41.9%	40%	59%	58.8%	57.1%	50.0%	38.9%	34.8%	42.3%
c. Somewhat unaccountable. Few skills tests given, and few reports sent to the districts.	19.4%	10%	12.8%	5.9%	5.7%	7.7%	11.1%	4.3%	3.8%
d. Not accountable. State skill tests ignored, no performance results shared with district.	0.0%	0.0%	0.0%	8.8%	8.6%	11.5%	5.6%	4.3%	11.5%

<b>6. Has your region worked on articulation of the high school CTE skill certificate?</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
Considerable	29%	50%	36.8%	54.6%	55.9%	38.5%	64.7%	59.1%	46.2%
Some	48.4%	30%	50%	36.4%	35.3%	46.2%	29.4%	22.7%	46.2%
Very Little	16.1%	17.5%	10.5%	6.2%	5.9%	15.4%	0.0%	9.1%	3.8%
None	6.5%	2.5%	1%	3.0%	2.9%	0.0%	5.9%	9.1%	3.8%

<b>7. How is your working relationship with UCAT in your region?</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
a. Excellent working relationship, communication and marketing coordinated through CTE Director, UCAT programs articulated with district programs, resources are shared to benefit students.	71%	82.5%	74.4%	73.5%	74.3%	61.5%	88.9%	78.3%	61.5%
b. Fair working relationship, students can benefit if they happen to know about UCAT programs and how to get it on their schedule.	25.8%	17.5%	23.1%	20.6%	20.0%	23.1%	11.1%	21.7%	34.6%
c. Poor working relationship, lack of communication or coordination often leads to confusion, duplication, or competing activities.	3.2%	0.0%	0.0%	5.9%	5.7%	7.7%	0.0%	0%	3.8%
d. Unacceptable; no working relationship; little or misleading communication, direct contact with high school principals, counselors, or students about UCAT programs with little or no coordination with CTE Director.	0.0%	0.0%	1%	0.0%	0.0%	7.7%	0.0%	0%	0%

<b>8. How well does the UCAT Board represent the interests of school districts?</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
a. Very well, local board members are active participants and CTE Director attends meetings.	44.8%	47.5%	57.9%	44.1%	42.9%	16.7%	11%	40.9%	19.2%
b. Fairly well, local board members or CTE Director attend most of the time.	34.5%	37.5%	34.2%	41.2%	42.9%	58.3%	29.4%	50%	65.4%
c. Not too well, neither local board members or CTE Director attend	17.2%	12.5%	7.9%	14.7%	14.3%	8.3%	5.9%	4.5%	11.5%
d. Not at all. Local board member not involved or does not have opportunities to participate in decision making. CTE Director isn't invited, or is not given opportunity to participate.	3.4%	2.5%	0.0%	0.0%	0.0%	16.7%	0.0%	4.5%	3.8%

<b>9. How significant is UCAT as a partner in planning articulating, and coordinating efforts in your region?</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
a. Very significant, UCAT is a critical link and major contributor to the level of CTE services in our region.	51.6%	70%	59%	55.9%	54.3%	42.3%	77.8% <sup>2</sup>	78.3%	53.8%
b. Somewhat significant, UCAT participates in some partnerships.	38.7%	27.5%	35.9%	29.4%	31.4%	34.6%	16.7%	8.7%	34.6%
c. Somewhat insignificant, UCAT participates in some partnerships.	9.7%	2.5%	2.6%	14.7%	14.3%	3.8%	5.6%	13%	11.5%
d. Not significant at all UCAT doesn't participate, competes or detracts from partnerships.	0.0%	0.0%	2.6%	0.0%	0.0%	19.2%	0.0%	0%	0%

**Survey Respondents:**

26 out of 29 districts served by regional UCAT campuses responded to this survey.

**Survey Comments:**

- We continue to have a very good relationship with our ATC. We communicate and work together often.
- Although I am new to my position as a director, I have had opportunity to work with other UCAT providers in the region and with our local ATC. Everyone is talking about creating pathways that are effective for students and streamlining so there is no unnecessary duplication of effort at any level.
- Great working relationship. Our ATC adds value to our CTE programs and students.
- Necessary existent small schools do not have the same opportunity that Union High has.
- The ATC courses are available to our students, but we already provide a full range of CTE courses as a district for our students.
- Our students are aware of the courses at the ATC. We do not know how many high school students transition into the ATC programs.
- There is not an answer that fits #6. We are not aware of any skills tests that are being given. We do not know if this is because students are not taking their programs, or not completing them. As stated earlier, our district has comprehensive CTE course offerings.
- There is not an answer that fits #8. The CTE Director is not part of the planning for the local ATC. We have three school board members on the ATC board and they are who the ATC talks to about CTE in our district. We do have a good working relationship with cosmetology, but I think this is due to the fact that both the ATC and district teacher use the same facility. We do send students to the ATC who want a certification in an area that is offered there that was not passed at the high school. As for students who go directly to the ATC, there is not a tracking method in place.
- There is not an answer that fits #9. Our 3 board members attend and participate on the ATC board. The CTE Director is invited, but not as a participant. Board Rule does not include CTE Directors as a necessary component for the ATC Boards and as such only listens or responds if asked a direct question.
- Continue a great working relationship.
- Our Region has worked over the years to partner at every level. We find great success with our UCAT partners.
- Student access to courses they want and hours they want are extremely limited and we are blamed for the reduction in student attendance.
- Question 9 – Local Board member will attend but CTE Director has not been invited.
- Our ATC has been a great partner in our region. We have been asked to scale back the services or the number of students receiving services at the UCAT institution, which generally is considered a step backwards in our region.